

Name of Grant Program: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Planning Grants

Fund Code: 237

PART III – REQUIRED PROGRAM INFORMATION PROGRAM OVERVIEW AND APPLICATION

DIRECTIONS: *The Program Overview and Application are a single document. Read through the Program Overview and then provide responses to the application questions listed below.*

Two priorities have been identified by the Executive Office of Education. These planning year priorities are (1) Inclusive Educational Opportunities and (2) Inclusive Residence Life Opportunities. Applicants are directed to select one of the two priorities.

Check the box to indicate which of the two priorities the proposal will address:

- ☐ Priority 1
☐ Priority 2

PROGRAM OVERVIEW:

Background

This RFP (Fund Code 237) seeks to expand the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) network by developing new partnerships between high schools in public school districts and partnering public colleges or universities to offer inclusive concurrent enrollment opportunities for students with severe disabilities, ages 18-22, as defined in Section 1 of Chapter 71B of the General Law. The purpose of this state-funded continuation grant program is to implement and enhance partnerships between high schools in public school districts and public institutions of higher education (IHE) to offer inclusive concurrent enrollment opportunities for students with intellectual disabilities, ages 18-22. This grant program must serve students who are considered to have intellectual disabilities in credit and non-credit courses that include non-disabled students. Funded programs will serve students in one of two categories: (1) Students, 18 to 22, who have not passed and/or are not likely to achieve the competency determination necessary for graduation by passing the MCAS exam because of the severe nature of their intellectual disabilities, and are eligible for special education services as documented through an Individualized Education Program (IEP); or (2) Students, 20 to 21, who have passed MCAS, but are still eligible for special education with an Individualized Education Program (IEP) because of significant functional disabilities, transition needs, etc. These partnerships will result in improved systems to serve students with severe disabilities and support college and career success and provision of a free and appropriate public education in the least restrictive environment.

For Priority One, the partnerships will work to develop a comprehensive strategic action plan that details how students with severe disabilities, 18-22 years old, will be supported to participate in inclusive college courses and to develop programs to be implemented during Fall 2017 that:

- promote the development of academic, social, functional, and integrated competitive employment skills related to their post-secondary goals;
- provide opportunities for the inclusion of students with severe disabilities in credit and non-credit courses with their non-disabled peers;
- provide linkages to adult agencies and organizations;
- promote participation in the student life of the college community;
- promote student participation in career planning, job-shadowing, and time-limited internships;
- include student participation in community-based competitive employment related directly to course selection and career goals using the [Massachusetts Work-Based Learning Plan](#); and
- promote self-determination and self-advocacy skills.

For Priority One, partnerships should design their programs to include plans for community-based integrated competitive employment opportunities for participating students that relate directly to course selection and career goals. Ongoing mentoring opportunities to further develop the skills of faculty and staff in colleges or universities, and in public school districts identified in this proposal are encouraged from MAICEI partnerships funded from

Name of Grant Program:	Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Planning Grants	Fund Code: 237
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FY2007 – FY2016, if those partnerships currently continue to provide inclusive concurrent enrollment for students with severe disabilities.

For Priority Two, the partnership will work to develop a comprehensive strategic action plan that details how students with severe disabilities, 18-22 years old, will be supported to participate in the residence life of the college. The strategic action plan will detail how opportunities to be provided will:

- promote self-determination and self-advocacy skills;
- improve social, functional, independent living, and other transition-related skills;
- promote participation in the student life of the college community;
- provide linkages to adult agencies and organizations; and
- provide opportunities for the inclusion of students in the residence life of the college, with accommodations, supports, and services necessary to enable inclusive dormitory living.

All strategic action plans will provide details on how the partnership will provide inclusive opportunities on the college or university campus in order to fulfill the purpose of the grant program; plans should include design elements; role requirements for staff and partners; and, strategies to sustain proposed practices and programs.

Partnerships funded under either priority may be required to participate in technical assistance meetings, sponsored by the Executive Office of Education.

Overview of Activities

Recipients of the Fund Code 237 grant will participate in a four-stage planning and development process.

STAGE I – NEEDS ASSESSMENT: The first stage of strategic action planning is accomplished through the completion of the Project Application. In the application, applicants will: 1) articulate their reasons for wishing to develop inclusive concurrent enrollment programs for students with severe disabilities; 2) describe anticipated outcomes for the participating students, organizations, and families; 3) identify key stakeholders (e.g., disability service personnel, faculty, residence life directors, the Massachusetts Department of Developmental Services (DSS), the Massachusetts Rehabilitation Commission (MRC), school districts, families, peer students) in the project and their responsibilities; and 4) develop a timeline for Stages II, III, and IV. (See below.)

STAGE II – DEVELOPMENT OF PARTNERSHIP INFRASTRUCTURE AND PROGRAM DESIGN: The second stage of program development will take place from summer through fall 2016. All programs must be designed to provide project personnel at the high school and the institution of higher education with the necessary expertise and supports to provide the target student population the opportunity to participate in (a) inclusive college courses and the life of the college with their non-disabled peers while working toward meeting their desired post-school outcomes or (b) the residence life of the college, with accommodations, supports, and services necessary to enable inclusive dormitory living. A Partnership Leadership Team should be formalized and meet on a regular basis to discuss the policies, practices and procedures necessary to implement and sustain inclusive concurrent enrollment. Members of this Team should include leaders from the college or university and school districts, representatives from adult service agencies, family members, and (if applicable) employers and/or those who will work towards the success of inclusive dormitory living, such as student residence life peers or residence life coordinators. In collaboration with the MAICEI statewide coordinator, this group will oversee the development, implementation and ongoing evaluation of **a strategic plan for participation** in order to facilitate the development of a sustainable program that is intended to provide a smooth transition from high school into adult life.

The Partnership Leadership Team should create policies, practices, and procedures to facilitate ongoing inclusion of new school districts each year of the grant program. These procedures must include details on how the parent of a student who may be appropriate for MAICEI should approach their school district to request an opportunity to participate.

For Priority One, it is anticipated that the majority of the target student audience will not have the skills to meet course pre-requisites, including those for credit and non-credit courses, and will require special considerations for

participation. Despite this potential challenge, programs must be designed to offer meaningful opportunities for eligible students.

In its strategic plan for participation, the partnership leadership team will develop a calendar of strategies that will ensure that for Priority One, students with severe disabilities participate fully in inclusive college courses and in the life of the college with their non-disabled peers, and have the opportunity to engage in community-based integrated employment. For Priority Two, the strategic plan for participation will ensure that students with severe disabilities are included in the residence life of the college, with accommodations, supports, and services necessary to enable inclusive dormitory living. Applications must include a description of:

1. the policies and practices to be implemented that will ensure (as applicable to either Priority), inclusive curricular and co-curricular opportunities, employment, and/or residence life opportunities for students with severe disabilities, taking into account students' desired post-school outcomes as noted on the Transition Planning Form, person-centered planning activities, transition assessments, interest inventories, etc.
2. the training and technical assistance to be provided to faculty, peer mentors, paraprofessionals, and other staff and students at the college or university to ensure they have the skills needed to provide (as applicable to either Priority) inclusive curricular and co-curricular opportunities, life of the college, employment, and/or residence life opportunities for students with severe disabilities (e.g., universal design, educational coaches, natural supports);
3. a communication protocol for ensuring that there is clear and consistent communication for Priority One among partners, students, family members, adult service agencies, local employers. For Priority Two, the communication protocol will ensure clear and consistent communication among partners, students, family members, adult service agencies, and those who will work towards the success of inclusive dormitory living, such as student residence life peers or residence life coordinators;
4. a set of guidelines and processes for recruiting and selecting students, including selection criteria, the interview process, and application review process;
5. a set of specific guidelines for facilitating person-centered planning (PCP) focused on the design of a transition experience that seamlessly integrates curricular and co-curricular experiences on campus, career development activities; and integrated competitive employment. The PCP process should be a collaborative enterprise engaging personnel from the school and the college/university as well as family members and other individuals committed to supporting self-determination of the student;
6. how schedules of high school staff and students will be designed so that students may maximize their time on campus and participate in each week of the college semester;
7. how the partnership will work with participating students and their families to consider existing transition planning in order to identify (as applicable to either Priority) courses, life of the college, employment, and/or residence life opportunities that relate to the student's post-secondary goals;
8. for Priority One, how the partnership will work with local employers to make integrated competitive employment opportunities available, and how the Massachusetts Work-Based Learning Plan will be used with students; and
9. for Priority One, how the employment specialists will work with students to meet their employment goals. For Priority Two, how partnership staff will work with students to enable inclusive dormitory living.
10. for both Priorities One and Two, describe specific guidelines for facilitating a transitional planning process as student's prepare to complete the inclusive concurrent enrollment experience, implementing the person-centered planning process to identify revised learning goals; career development activities; and potential changes in integrated competitive employment.

To help identify personnel for Key Roles in programming without a residence life component, partnerships should refer to the *Quality Indicators for the Inclusive Concurrent Enrollment Partnership Programs Grant* document (Appendix B). This document should be used as a template for working collaboratively to develop the strategic plan for participation for the education component of programming, which will allow students with severe disabilities to participate in inclusive college courses, the student life of the college community, and community-based, competitive integrated employment opportunities. Partnerships may also use the *Think College Standards, Quality Indicators and Benchmarks for Postsecondary Education Services for Students with Intellectual Disabilities* (Appendix C) document as a resource. While the *Quality Indicators* and *Think College Standards* documents were developed for two discrete populations, many of the *Think College Standards* are also aligned with the priorities of this grant.

Key Roles in residence life planning may include student residence life peers, coordinators, and/or caregivers.

Technical assistance will be provided to the new planning partnerships as they develop and implement the comprehensive strategic action plan. Additionally, new partnerships are encouraged to use allocated funds to obtain mentoring services from existing MAICEI partnerships and other qualified experts. Providers for the required technical assistance activities will be selected by the Executive Office of Education (EOE).

The partnerships will participate in required technical assistance and mentoring activities on promising inclusive practices to further develop the skills of faculty and staff in colleges and universities as well as public school districts. Training and technical assistance activities will include, but are not limited to: (1) face-to-face meetings for all participants; (2) assistance with establishing and/or enhancing each partnership's structures for collaboration, resource mapping, and planning for sustainability; (3) online modules (e.g., career planning, development and employment, youth development, universal course design) and threaded discussions; and, (4) on-site, online, and telephone technical assistance.

STAGE III – FACULTY TECHNICAL ASSISTANCE AND STUDENT-CENTERED PLANNING: The third stage of program development will most likely take place from the middle of the fall 2016 through the summer of 2017. During this time, partnerships will work to provide project personnel at the high school(s) and the college or university with the necessary expertise and supports to provide the target student population the opportunity (as applicable to either Priority) to participate in inclusive curricular and co-curricular learning opportunities, the life of the college community, integrated competitive employment opportunities, and inclusive dormitory living. For Priority One, partnerships will identify eligible students to participate in inclusive college courses during the 2016-2017 academic year at the college or university. Also for Priority One, program staff from the college or university and the high school(s) will work with the students and their families to consider existing transition planning and conduct person-centered planning in order to identify courses and potential employment opportunities that relate to the students' career goals. For Priority Two, partnerships will identify eligible students to participate in inclusive residence life opportunities during the 2016-2017 academic year at the college or university. Also for Priority Two, program staff from the college or university and the high school(s) will work with students and their families to consider existing transition planning and conduct person-centered planning in order to inform inclusive residence life arrangements, including necessary accommodations, supports, and services.

Districts should contact educational collaboratives or approved private special education programs that are currently serving their students in order to determine whether inclusive concurrent enrollment is appropriate for individual students.

The policies and procedures must outline the types of information that will be used when determining student course selection (e.g., the MA Transition Planning Form, person-centered planning and career assessments, placement tests, and meetings with parents, school personnel, and students) and – for Priority One – indicate how course selection will be related to individual students' plans for post-secondary education, employment, independent living, and/or community participation. For Priority Two, the policies and procedures must outline the types of information that will be used when determining inclusive residence life arrangements, including alignment with individual students' transition planning, and the promotion of students' independent living and community participation skills. Proposals for both Priority One or Priority Two should include information on the types of accommodations, supports, and services students will receive in order to participate in inclusive opportunities, including (as applicable) courses, the life of the college, community-based competitive integrated employment, and/or inclusive dormitory living. The proposal should also include information on how families will be engaged in the program.

STAGE IV – PROGRAM IMPLEMENTATION: For Priority One, stage four of the work anticipates that students will begin to fully participate in the Inclusive Concurrent Enrollment program in Fall 2017. However, if a partnership has the strategic

Name of Grant Program: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Planning Grants	Fund Code: 237
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plan for participation in place and student(s) ready to participate in summer courses, funds may be used to support this participation. For Priority Two, funded planning year partnerships may develop a Phase 1 Residence Life Implementation proposal to create the personnel and campus infrastructure to accept students.

PROJECT APPLICATION

SECTION 1 – CONTACT INFORMATION*

Partnership Response. Provide complete contact information from each of the partnering agencies. If multiple districts and/or high schools are involved, list contact information for each separate organization.

	Name, Mailing Address, Telephone Number, Email Address
Institute of Higher Education (Name Only)	
Vice-President of Academic Affairs/Provost	
Vice-President of Student Affairs	
Project Director:	
President of the College/University	
District 1. (Name Only)	
High School(s) Contact(s):	
Special Education Administrator(s):	
Principal(s):	
High School Project Director(s):	
District 2* (Name Only)	
High School(s) Contact(s):	
Special Education Administrator(s):	
Principal(s):	

Name of Grant Program: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Planning Grants	Fund Code: 237
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High School Project Director(s):	
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* Please add rows for additional districts as needed.

SECTION 2 – NEEDS ASSESSMENT*

Partnership Response

For these questions, **a separate response is required from the college or university and each participating district.**

- A. Describe your organization's reasons for wanting to develop an inclusive concurrent enrollment program for students with severe disabilities. Provide information on the current inclusive and transition practices at the organization, and include information on how an inclusive concurrent enrollment program fits into the mission of the organization. ***For Priority One, the college or university must include a statement assuring that the inclusive concurrent enrollment program will be designed to enable students with severe disabilities to be placed in credit and non-credit courses with their non-disabled peers and that the course selection will be aligned with the transition planning for each student. For Priority Two, the college or university must include a statement assuring that the inclusive concurrent enrollment program will be designed to include students in the residence life of the college, with individualized accommodations, supports, and services necessary to enable inclusive dormitory living. With this assurance should be listed the name and contact information (telephone, email, mailing address) of the college or university's residence life director.***

- College/University Response:

- District(s)* Response:

- B. Describe the anticipated outcomes from the development and implementation of an inclusive concurrent enrollment program. Address the anticipated outcomes for students, families, the organization as a whole, faculty, and other personnel.

- College/University Response:

- District(s)* Response:

***Please add rows for additional districts as needed.**

SECTION 3 – KEY STAKEHOLDERS AND PROJECT TIMELINE

Partnership Response

For these questions, **a joint response is required from the college or university and the participating district(s).**

- A. List the stakeholders who will form the Partnership Leadership Team and collaborate in the planning and program design process. Provide a description of their responsibilities. ***For Priority One***, this Team should comprise leaders from the college or university and school districts, and representatives from adult service agencies, employers, and family members. ***For Priority Two***, this Team should comprise leaders from the college or university and school districts, and representatives from adult service agencies, family members, and those who will work towards the success of inclusive dormitory living, such as the college or university residence life director, student residence life peers or residence life coordinators.

Name of Grant Program: Inclusive Concurrent Enrollment Partnership Programs for Students with Disabilities – Planning Grants

Fund Code: 237

- B. Provide a proposed timeline for the planning and implementation of Stages II, III, and IV. (See *Overview of Activities*.) Include a detailed calendar of anticipated dates, month by month, for stakeholder activities, meetings and project milestones.
- C. Describe, in detail, how the planning activities will be coordinated, with particular attention to staffing who have dedicated time to support the overall coordination, implementation, and evaluation of the planning process. (It is highly recommended that a planning coordinator/consultant be supported with grants funds for this function.)

SECTION 4 – PARTICIPATION FRAMEWORK

1. Describe the policies and practices to be implemented that will ensure, as applicable to Priority One or Priority Two, inclusive educational, college life, and/or residence life opportunities for students with severe disabilities, aligning with students' desired post-school outcomes as noted on the Transition Planning Form, person-centered planning activities, transition assessments, interest inventories, etc.
2. Describe the training and technical assistance, as applicable to Priority One or Priority Two, to be provided to faculty, peer mentors, paraprofessionals, employers, other staff at the college or university, student residence life peers, and/or residence life coordinators and/or caregivers to ensure they have the skills needed to provide inclusive opportunities for students with severe disabilities (e.g., universal design, educational coaches, natural supports).
3. Outline a communication protocol for ensuring that there is clear and consistent communication for Priority One among partners, students, family members, adult service agencies, local employers. For Priority Two, the communication protocol should ensure clear and consistent communication among partners, students, family members, adult service agencies, and those who will work towards the success of inclusive dormitory living, such as student residence life peers or residence life coordinators.
4. Describe how schedules of high school staff and students will be designed so that students may participate in each week of the college semester.
5. Describe how the partnership will work with participating students and their families to consider existing transition planning in order to identify (as applicable to either Priority) courses, life of the college, employment, and/or residence life opportunities that relate to the student's post-secondary goals.
6. Describe how the partnership will promote the ongoing inclusion of new students/districts, especially in response to requests from individual parents.
7. For Priority One, describe how the partnership will work with local employers to make integrated competitive employment opportunities available.
8. For Priority One, describe how the employment specialists will work with students to meet their employment goals, and describe how the [Massachusetts Work-Based Learning Plan](#) will be used with students.

9. For Priority Two, describe how students will be recruited and selected to participate in inclusive dormitory living.

10. For Priority Two, describe how accommodations, supports, and services will be provided to students to enable inclusive dormitory living.

SECTION 5 – BUDGET

A total of \$40,000 or more is available, **subject to state appropriation**. The House and Senate Ways and Means budgets have identified funding for this program in the Executive Office of Education (EOE). Awards will come from the EOE.

- Subject to funding availability, up to two partnerships may be awarded up to \$20,000 each to plan inclusive educational programming (Priority One).
- Subject to funding availability, up to two partnerships may be awarded up to \$20,000 to plan and implement inclusive residence life programming (Priority Two).

Applications will be reviewed and funded based upon the quality of programs proposed. Proposals with an in-kind contribution will be given priority.

For Priority Two, eligibility is limited to partnerships funded under the FY2011, FY2012, FY2013, FY2014, FY2015 or FY2016 Fund Code 237 planning or 236 continuation grant programs.

When designing the program's proposed budget, applicants should consider and be able to justify expenditures in the following areas:

Funds may be used for:

- consultants (e.g., parent consultants and youth leaders);
- stipends/salaries and fringe benefits for project personnel, including employment specialists, student residence life peers (who provide supports for dormitory living), and residence life coordinators and/or caregivers;
- mentoring and technical assistance to support the development of the proposed model;
- training for student residence life peers (who provide supports for dormitory living);
- training supplies, including site costs;
- travel costs;
- indirect costs for school districts at the ESE rate; and
- indirect costs for the colleges and universities at the approved ESE rate not to exceed a maximum of 11%.

Funds may not be used at any time for:

- assistive technology (the necessary technology to ensure full access to the curriculum);
- pre-existing student transportation costs;
- equipment;
- tuition for courses*; and,
- stipends for supporting employment opportunities for participating students.

*Please note: State-supported tuition for courses shall be waived by the participating colleges and universities.

Name of Grant Program: Inclusive Concurrent Enrollment Partnership Programs for
Students with Disabilities – Planning Grants

Fund Code: 237

Partnership Response

- A. Provide a budget narrative for FY2017 (Upon Approval – 6/30/2017) and FY2018 (7/1/2017 – 8/31/2017) with details on each of the above areas of expenditure as applicable to the proposal. For each of the costs detailed on the budget pages, provide a detailed justification of the purpose of the costs.
- B. If the proposal includes an in-kind contribution, provide a budget narrative detailing the source, amount, and use of the funds.